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Abstract

This repcrt describes a summer training institute designed to develcp research skills amcng 30 selected lccal school district representatives from Kentucky and Appalachia tc enable them to serve as research coordinatcrs in their districts. The purpose of the institute was to increase the capability of local school districts tc improve their school programs by providing competent research personnel. The following phases of the training prcgram are described: (1) An interdisciplinary seminar; (2) an interdisciplinary lecture series; (3) a research prcject by each trainee; (4) a research design class; and (5) special sectiens of classes in educational research, applied statistical methods, and educational sociolcgy. The objectives, content, participants, organization, and majcr strengths and weaknesses of the program are briefly evaluated. The appendix contains a copy of the institute's brcchure, applicatiecn form, evaluation form, and a list of the trainees. A related document is EA 002 679. (JH)

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FINAL REPORT
Grant No. OEG 2-6-062090-1281

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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AN EDUCATIONAL RESEARCH TRAINING INSTITUTE TO DEVELOP RESEARCH COORDINATORS FOR LOCAL SCHOOL DISTRICTS IN KENTUCKY AND APPALACHIA

July 1968

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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Grant No. OEG 2-6-062090-1281

R. Dean Acker

June 13 - August 5, 1966

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Eastern Kentucky University

Richmond, Kentucky

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SUMMARY

Orientation to the Program

This program was an educational research training institute which was designed to develop research competencies among selected local school district personnel so that they might serve as research coordinators for their local districts. The program covered eight weeks from June 13 to August 5, 1966.

A factor which has frequently handicapped many local school districts in implementing federal programs designed to upgrade educational opportunities in the elementary and secondary school is that no one on the staff has the requisite skills for identifying the significant educational problems of the local district and developing a plan for attacking them in a rational manner based upon empirical data. This shortage of qualified educational researchers at the local level is particularly acute in the area served by Eastern Kentucky University. This fact was substantiated at a recent conference of the Kentucky Association of School Administrators by several local school district superintendents who cited the inability to identify clearly those educational problems which are amenable to research and the inability to develop appropriate methods of attacking these problems as the chief barriers to the implementation of Title I and Title III of the Elementary and Secondary Education Act.

Many educational problems could be identified and significant steps taken toward their solution if one competent person in each district were charged with the responsibility of stimulating and coordinating the research efforts of the professional staff of that local district. Trained educational researchers at the local district level are essential if the regional educational laboratories authorized under Title IV of the Elementary and Secondary Education Act are to realize their full potential. The individuals trained through this institute could help alleviate this need.

Such individuals could also render valuable assistance to Community Action Programs authorized under the Economic Opportunity Act. These persons would continue to make use of the resources of the colleges and state departments of education. However, these latter groups cannot continue to carry the major burden of stimulation and implementation of educational research at the local level as they have done in recent years in Kentucky and Appalachia.

It was the purpose of this institute to help selected individuals develop the necessary skills to serve as research coordinators for their local school districts. With such persons to stimulate and coordinate educational research the children of the various districts

can benefit measurably from an improved school program effected through the utilization of appropriate research results.

This institute involved thirty trainees as this represented a reasonable number with which to work. These persons had very limited or no prior research experience. Obviously, thirty represented but a small proportion of the number of local school districts in this region, but a significant step forward could be taken by means of this institute. Many such institutes are needed. Criteria for selection included

outstanding potential as an educational researcher for a local school system

a Bachelor's degree plus a minimum of twelve hours of successful graduate work

at least two years successful teaching experience in Kentucky or Appalachia

a commitment to return to the same school district for at least one year

the recommendation of the trainee's district superintendent

Description of the Program

The primary goal of this institute was to develop competent educational researchers within the limitations of time for local school districts in Kentucky and the Appalachian region of adjoining states. These persons would assist their local staffs to improve the educational opportunities of the children of their districts through the utilization of efficient research methods. They would also help Community Action Committees to attack community problems in a rational manner.

The specific understandings, abilities, and skills developed included the following.

1. An understanding of the nature of educational research

2. An understanding of curricular problems related to various phases of elementary and secondary school programs

3. A more adequate understanding of the social forces which impinge upon the learner and the school

4. The ability to identify significant educational problems which are amenable to research methods

5. The ability to identify sources of data

6. The ability to gather, organize, and interpret data

7. Skill in developing and applying an appropriate research design to a particular problem

8. Skill in preparing research reports

9. Skill in evaluating research studies

The program involved seven phases; an interdisciplinary seminar, an interdisciplinary lecture series, a research project by each trainee, a non-credit research design class, and special sections of three classes, Educational Research, Applied Statistical Methods, and Educational Sociology.

The course in educational research was concerned with the nature and function of educational research, techniques of educational research, and the interpretation of data among other topics. The course was taught one hour per day, four days per week for two hours of academic credit, which is in accordance with institutional practice during the summer session. One section of this course was reserved specifically for institute members.

The applied statistical methods course included measurement, frequency distributions, meansures of central tendency, measures of variability, correlation and the testing of hypotheses. This course met one hour per day, four days per week for two hours of academic credit. One section of this course was reserved for institute members.

The problems of Appalachia may be described in sociological terms. The course in educational sociology was designed to help the trainee develop an understanding of the principles of sociology as they relate to the program of the school and particularly as they relate to the problems of Appalachia. This course was concerned with social groups and institutions as they relate to education, the sociological determination of educational objectives, and social elements and values in the curriculum. This course was taught one hour per day, five days per week for three hours of academic credit. Again, one section was reserved for institute members.

A fourth phase was an interdisciplinary lecture series focusing upon the improvement of educational opportunities in various phases of the school program. A prominent consultant on a particular phase of the school curriculum led a lecture and discussion on the subject of improving educational opportunities in his specialty. The consultants came from various disciplines. The nine areas included three general areas, effecting curriculum change, creating a physical environment conducive to good learning, and opportunities under Title I of the Elementary and Secondary Education Act, plus six specific subject matter areas, English, reading, health and physical education, natural sciences, the social sciences, and mathematics. One area was added to those originally listed in the proposal. Because of the many opportunities for research inherent in the ESEA Title I program, the state director of the Title I program for Kentucky spoke to the group about this program and some of the research possibilities involved.

The following persons served as consultants for the institute.

Dr. Robert Byrne
Director, Reading Center
Eastern Kentucky University
Richmond, Kentucky

Dr. Dudley Herron
Department of Chemistry
Purdue University
Lafayete, Indiana

Miss Lois Josephs
Curriculum Associate in English
Curriculum Study Center in English
Carnegie Institute of Technology
Pittsburgh, Pennsylvania

Dr. Donald K. Mathews
Department of Physical Education
The Ohio State University
Columbus, Ohio

Dr. Earl Ramer
Head, Department of Curriculum and Instruction
University of Tennessee
Knoxville, Tennessee

Dr. Allan Riedisel
Associate Professor of Education
Pennsylvania State University
University Park, Pennsylvania

Dr. Frederick R. Smith
Associate Professor of Education
School of Education
Indiana University
Bloomfield, Indiana

Dr. O. C. Stewart
Associate Professor of Education
Tennessee Technological University
Cookeville, Tennessee
(formerly Associate Director, Educational Facilities Laboratory, University of Tennessee, Knoxville, Tenn.)

Mr. Fred Williams
State Coordinator, Title I ESEA
State Department of Education
Frankfort, Kentucky

A fifth phase was an interdisciplinary seminar directed by the institute director and scheduled for one and one-half hours each week during which the institute trainees, the institute staff, and representatives of various academic disciplines met and discussed problems and ideas associated with educational problems in the trainees' local districts. The research projects described in phase six below were the focal point of these discussions.

A sixth and very important phase of the institute involved the trainee in identifying an educational problem significant to his district, developing a research design to attack the problem, and working toward the solution of the problem within the time schedule of the institute. The staff of the institute worked closely with the trainee as he developed his research design and worked on his project. The staff members made themselves available for consultation with the institute members throughout the week.

A seventh phase was a non-credit research design class which explored research design in more depth than it was covered in the educational research class. The focus was upon helping each individual in the program develop a viable design for attacking his particular problem. The trainees were divided into two groups of 15 persons for this class with each group meeting for two hours per week.

Evaluation of the Program

1. Program Factors

a. Objectives.

The objectives of the program were reasonable and appropriate. The development of research coordinators for local school districts is very much a valid objective. However, to be truly effective such a program should have a follow-up stage during a second summer. It would be extremely effective to bring these people back after they had taken their newly developed skills back to their respective districts and found out more specifically what their immediate needs and concerns were.

b. Content--Focus, topics, laboratory, exercises, field trips.

The content was appropriate for novices in research. These people had had no research experience and the content and exercises which were on an elementary level were appropriate for them. However, as stated above, a follow-up program which went into more depth would be extremely valuable.

c. Staff--Ratio, assignments, full-time or part-time, consultants.

The full-time staff, the staff assignments, and the consultants were very satisfactory. The participants indicated their satisfaction with staff and consultants when making anonymous evaluations of the program. Every consultant was ranked among the three most effective consultants by at least two participants.

d. Trainees--Selection criteria, class size, commuter problems, geographical distribution factors.

The very short time between final approval of the proposal and the beginning of the program, three weeks, made the selection of the trainees the least satisfactory aspect of the program. Although some excellent individuals were selected as trainees, because of the short lead time many excellent prospects who were contacted prior to the official approval of the program accepted appointments to other summer programs before they could be given official acceptance for this program. Also, because of the short lead time, most of the trainees came from

the geographical area nearest Eastern Kentucky University. Although five states were represented among the trainees, 25 of the 30 trainees were from Kentucky. More out-of-state trainees could have been attracted with more lead time. Unfortunately, a few of the trainees attended the institute primarily because of the financial rewards offered. For example, one candidate declined admission when told he could not get paid for his dependents unless he relocated them in Richmond for the summer.

The selective criteria were reasonable but the opportunities to select from several people meeting these criteria were more limited than was desirable. The size of the class (30) was satisfactory.

e. Organization--Timing and length of program, daily schedule, facilities--classroom, housing.

The timing and length of the program, eight weeks during the summer, were appropriate because of the nature of the target population. However, as stated above, it would be very desirable to have an eight week follow-up program to build on the strengths developed in this program. The daily schedule was satisfactory and the classroom and housing facilities excellent. The only objection to the daily schedule by the trainees was that many hours of study were required to keep up in the statistics class.

2. Major Strengths

The major strengths of the program were its focus upon a specific geographical region of the nation and its focus upon trainees with little or no research experience. The staff was very familiar with this region and rapport between the staff and the trainees developed rapidly. The course in educational sociology in which the problems of Appalachia were emphasized was repeatedly cited by the trainees as being of special interest and help to them. The courses were tailored to meet the needs of the trainees.

3. Major Weaknesses

The short lead time between proposal approval and program start caused many problems in recruiting of trainees. This is cited as the major weakness because some of the personnel selected,

although they met the eligibility requirements, would not have been selected had better prospects been available. The majority of the trainees were good prospects who will make valuable contributions to education partly as a result of their experiences in this program, but a minority of them probably will make no significant contribution to the improvement of educational opportunities in their districts.

4. Overall Evaluation

The program was a success in so far as a majority of the trainees were concerned. All trainees successfully passed the academic work required. It was a success in that the initial development of researchers among this group was successfully carried out. Only time can tell if the program was truly a success. However, further development of the skills of these persons is indicated.

The participants were asked to complete a short evaluation sheet relative to the institute (Appendix D). Among other things the participants were asked by means of this questionnaire to identify the most worthwhile aspect of the program, the least worthwhile aspect of the program, and to make suggestions for the improvement of such a program.

Six aspects of the program were cited by three or more participants as the most worthwhile aspect. These were the consultants, the educational sociology class, the interaction of the group, being made aware of research needs and methods, the seminar, and the research design class.

Three aspects of the program were cited as least worthwhile by three or more participants. Strangely, two of these, the seminar and the research design class, were also frequently cited as among the most worthwhile aspects of the program. The other aspect was the statistics class which may have reflected a general dislike for the subject, which is often common among graduate students and/or a dislike for the instructor.

The three most frequently offered suggestions for improvement of the program dealt with problems caused primarily by the short period of time between official approval of the proposal and the beginning of the program.

Some of the applicants had previously taken one of the core courses in the curriculum. For this reason permission was

obtained from the Bureau of Research to admit applicants otherwise well qualified and permit them to substitute another course for that particular course. Consequently, some institute members took one class with other graduate students. One of the most frequently offered suggestions for improvement by the participants was that all participants be kept together in all classes.

Another problem occasioned by the short lead time was that of making definite agreements with the consultants relative to the dates for their appearance. Consequently, the majority of the speakers had to be scheduled during the last two weeks of the institute. The participants felt their time was very crowded during these last two weeks and a frequent suggestion was that the consultants be spread out over the course of the institute.

The third most frequently offered suggestion for improvement was a recognition on the part of the participants that some of their members were more interested in the stipend for the institute than they were in improving their professional skills as three trainees cited better selection of the participants as a means of improving the program.

5. Comments

My contact with the United States Office of Education, Bureau of Research, relative to the administration of this program was satisfactory except for the short amount of time between final approval of the program and the beginning date of the program.

Program Reports

1. Publicity

A letter advising the superintendents in Appalachia that we were in the process of negotiating a contract with the United States Office of Education, Bureau of Research, relative to this institute was mailed in late April. The short lead time did not permit time for printed programs to be developed but mimeographed brochures were mailed to these superintendents immediately after receiving final approval of the project, May 23. An announcement of the institute was released to area newspapers. Copies of this letter, the brochure, and an application form are included in this report as appendices.

2. Application Summary

a. Approximate number of inquiries from prospective trainees (letter or conversation) 47

b. Number of completed applications received 33

c. Number of first rank applications (Applicants who are well-qualified whether or not they were offered admission) 33

d. How many applicants were offered admission (Three declined and were replaced by three alternates) 33

3. Trainee Summary

a. Number of trainees initially accepted in program 30
Number of trainees enrolled at the beginning of program 30
Number of trainees who completed program 30

b. Categorization of Trainees

(1) Number of trainees who principally are elementary or secondary public school teachers 19

(2) Number of trainees who are principally local public school administrators or supervisors 11

(3) Number of trainees from State education groups 0

(4) Number of trainees from colleges or Universities, junior colleges, research bureaus, etc. 0

4. Program Director's Attendance

a. What was the number of instructional days for the program? 38

b. What was the percent of days the director was present? 100%

5. Financial Summary--(Note: This summary does not serve as a final financial report so amounts need not be exact).

		Budgeted	Expended or Committed
a.	Trainee Support	$ 24,120.00	$ 22,912.32
	(1) Stipends	18,000.00	18,000.00
	(2) Dependency allowance	5,400.00	4,440.00
	(3) Travel	720.00	472.32
b.	Direct Costs	$ 7,629.00	$ 7,086.74
	(1) Personnel	6,139.00	6,139.00
	(2) Supplies	300.00	225.00
	(3) Equipment	-	-
	(4) Travel	790.00	459.10
	(5) Other	400.00	263.64
c.	Indirect Costs	$ 2,540.00	$ 2,400.30
	TOTAL	$ 34,289.00	$ 32,399.36

Appendix A

Information Letter To Superintendents in Appalachia

Eastern Kentucky State College
Richmond, Kentucky
Eastern Kentucky University
(Effective July 1, 1966)

We are currently negotiating a contract with The United States Office of Education for an Educational Research Training Institute authorized under Title IV of The Elementary and Secondary Education Act of 1965. As proposed, this institute would involve thirty trainees who would participate in an eight weeks summer institute designed to help them develop the requisite skills to serve as research coordinators for their local school districts. A person competent in educational research on a school system's staff can be a valuable asset when the district attacks its educational problems.

The institute will include four formal courses, educational sociology, applied statistical methods, educational research, and research design. In addition there will be an interdisciplinary lecture series, an interdisciplinary seminar, and an opportunity for each participant to work on a research project of importance to his local school district. Participants will be paid a stipend of $75 per week plus $15 per week for dependents who live on the campus with them. Trainees can earn seven hours of graduate credit if they so desire.

A formal announcement of this institute will be made upon the completion of the contract negotiation. Because time is short I am writing to you now to inform you of this proposed institute and to give you an opportunity to encourage a capable person from your school district to

apply for this institute. You may wish to encourage the person responsible for Title I and Title III in your district to apply. The institute is designed for persons with limited or no previous experience in educational research.

The criteria for selection described in the proposal include

outstanding potential as an educational researcher for a local school system

a bachelor's degree plus a minimum of twelve hours of successful graduate work

at least two years successful teaching experience in Kentucky or Appalachia

a commitment to return to the same school district for at least one year

the recommendation of the trainee's district superintendent

an identified specific research problem of concern to his local school district which the trainee will work on during the institute

definite research responsibilities in his school district during the succeeding academic year as verified by a brief statement from his district superintendent describing the nature of those duties.

A formal application form has not yet been completed, but interested persons should write to me now so that application forms can be forwarded to them as soon as these forms are ready.

Your cooperation in this matter is very much appreciated. Please contact me if I may be of assistance to you in any way.

Sincerely,

R. Dean Acker, Director
Educational Research Institute

Appendix B

Mimeographed Brochure

EASTERN KENTUCKY STATE COLLEGE

Richmond, Kentucky

and the

UNITED STATES OFFICE OF EDUCATION

announce an

Educational Research Institute
to Develop Research Coordinators
for Local School Districts in
Kentucky and Appalachia

for

Thirty
Prospective Research Coordinators

June 13, 1966-August 5, 1966
(Eight Weeks)

Institute Director

Dr. R. Dean Acker

Director of Research

Eastern Kentucky State College

(As authorized under Title IV
of the Elementary and Secondary
Education Act)

PURPOSE

The purpose of this eight-week Institute is to develop research competencies among selected local school district personnel so that they may serve as research coordinators for their local districts. These persons can stimulate and coordinate educational research in their districts so that the children of the districts can benefit from an improved school program effected through the utilization of appropriate research results.

CRITERIA FOR ADMISSION

This Institute will be limited to thirty persons from Kentucky and Appalachia. Each of these persons must:

1. Have outstanding potential as an educational researcher for a local school system.

2. Hold a Bachelor's degree plus a minimum of twelve hours of successful graduate work.

3. Have at least two years successful teaching experience in Kentucky or Appalachia.

4. Have a commitment to return to the same school district for at least one year.

5. Have the recommendation of his district superintendent.

6. Have some responsibility for educational research in his local district the succeeding year.

7. Have identified an educational research problem of significance to his district on which he will work during the Institute.

Applications will be accepted from persons in both public and private non-profit schools and without discrimination on account of sex, race, creed, or national origin. All applications will be evaluated by a selection committee of educational researchers.

ACADEMIC CREDIT

Although enrollment for credit is not mandatory those participants who wish to do so may receive seven hours of graduate credit upon successful completion of the Institute.

PROGRAM

The program will involve seven phases; an interdisciplinary seminar, an interdisciplinary lecture series, a research project by each trainee, and special sections of four classes, Educational Research, Applied Statistical Methods, Educational Sociology, and Research Design.

Educational Research. Nature and function of educational research; types and techniques of educational research; discovering educational problems; bibliography; organization and interpretation of data; preparing and evaluating research proposals and research reports.

Applied Statistical Methods. Frequency distributions; measures of central tendency; measures of variability; the normal distribution curve; reliability and significance of statistics; testing hypotheses; prediction; correlation methods, reliability and validity of tests.

Educational Sociology. Relation of sociology to education; social groups, forces, and institutions and their relation to education; the sociological determination of educational objectives; social elements and values in the curriculum; democracy in school administration and supervision; essential elements in a socialized educational program.

Research Design. The development of a research design appropriate for the particular problems which have been identified by the participants will be the focus of this non-credit course.

STAFF

The staff for the Institute includes: Dr. Joseph Howard, Professor of Education, Dr. James Snowden, Professor of Psychology, Dr. Robert Grise, Associate Professor of Education and several guest consultants.

FACILITIES

Instructional Facilities. The classroom aspects of the Institute will be housed in the modern air-conditioned Bert Combs Building.

Housing and Dining. Housing and dining for Institute participants will be provided in campus facilities.

Dormitory accommodations

Air-conditioned

1. Single occupancy ----------$ 86.25
2. Double occupancy ----------$ 57.50

Non Air-conditioned

1. Single occupancy ----------$ 78.75
2. Double occupancy ----------$ 52.50

Hotel Type Accommodations for Families

2 people ----------$105.00
3 people ----------$183.75
4 people ----------$210.00

The above rates are based on eight weeks of occupancy.

Dining facilities will be available in the college cafeterias. These cafeterias operate on a cash basis and prices compare with those generally found on college campuses.

Recreation. A variety of college recreational activities and programs, regularly planned for the summer session, will be available during the evenings and on week-ends for Institute participants.

STIPEND

Institute participants will be eligible to receive a stipend of $75.00 per week and $15.00 per week for each dependent who lives on campus. No deduction will be made from the stipends. Each participant will pay the costs of books, room and board, and other incidentals from the stipend.

APPLICATION

All applicants should apply directly to the Institute Director.

Dr. R. Dean Acker
Director of Research
Eastern Kentucky State College
Richmond, Kentucky 40475

Telephone No.
606-623-7130

The following schedule will be observed for processing applications.

1. Applications must be post-marked no later than May 31, 1966

2. Accepted applicants and alternates are to be notified between June 1 and June 4

3. Letters of acceptance from the applicants and alternates are to be post-marked no later than June 6, 1966

Appendix C

Application Form

EASTERN KENTUCKY STATE COLLEGE
Richmond, Kentucky

Educational Research Institute to Develop Research Coordinators for Local School Districts in Kentucky and Appalachia

Application for Admission

1. Name and Home Address of Applicant 2. Social Security No.

3. Name and Address of School or Institution in Which You Are Now Employed or Attending (City, State, ZIP Code)

( ) Public
( ) Non-Public

4. Telephone Number
Area Code _____ Home _____ School _____

5. If accepted for the Institute, do you plan to use any of the work for credit toward a degree? Yes No

If yes, what degree? _____ At what college? _____

6. Colleges and Universities which you have attended or are now attending.

Name of Institution	Degree or Sem. Hrs.	Major	Minor	Attended From	To

7. List all courses which you have taken in educational sociology, research and statistics.

Name of Institution	Course Title	Year Taken (e.g. 1959)	Semester Hours Grade Received (Undergrad)	(Grad)

8. Experience in Teaching or other Professional Educational Service by End of Current School Year

	No. of Years	Dates From	To
A. High School (Including Jr. High) Grade 7-12			
B. Elementary School Grade K-6	___	_____	
C. Other (Specify) _____	___	_____	

9. Employment Record--List all Previous Professional Experience for the Last Five (5) years in teaching and work related to teaching. Start with your present or last position and work back.

Name & Address of Employer	Nature of Activity	Dates From	Dates To

10. Professional Plans--What are your plans for your professional career? (Use continuation sheet if necessary)

11. Qualifications and Application--Describe briefly your qualifications for this institute, and explain how you will apply the benefits derived from this experience to your future professional career. (Use continuation sheet if necessary)

12. Your superintendent must submit a letter to the Institute Director recommending you for this Institute. Have you requested that your superintendent submit such a letter Yes No

13. Your superintendent must submit a brief statement describing the nature of the research responsibilities which you will have in your school district for the school year 1966-67. The form on which this statement is to be submitted is attached to this application blank. Have you submitted this form to your superintendent? Yes No

14. Describe briefly the educational research problem of significance to your school district on which you plan to work during the Institute. (Use continuation sheet if necessary)

15. If selected for this Institute, will you bring any dependents with you to live on the campus? Yes No

If yes, how many? _____

16. List the Professional and Educational Associations (Local, State and National) of which you are a member.

17. Name and address of your superintendent.

I CERTIFY that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

Signature of Applicant (Do not print) _____

Date _____

To Be Completed By Your District Superintendent
and (Preferably) Returned With Your Application

If (he) (she) successfully completes the educational research institute authorized under Title IV of the Elementary and Secondary Education Act and conducted by Eastern Kentucky State College (Mr.) (Miss) (Mrs.) _____ _____ will have research responsibilities in our school district during the school year of 1966-67. The nature of these responsibilities is described briefly below.

Signed _____

Title _____

Appendix D

EVALUATION OF INSTITUTE

Your frank and honest evaluation of this institute can be very helpful in planning for future institutes of this type locally and nationally.

Please answer the following questions. You may use both sides of this sheet and additional sheets if necessary.

DO NOT PUT YOUR NAME ON THIS PAPER

Guest Speakers	Topic
Williams	Title I
Byrne	Reading
Ramer	Curriculum change
Herron	Science
Josephs	English
Riedesel	Math
Mathews	Physical Education
Stewart	School Plant
Smith	Social Studies

1. Please list in rank order the three guest speakers whose presentations were most worthwhile.

   1. _____ 2. _____ 3. _____

2. Please name the one guest speaker whose presentation was least worthwhile. _____

3. What aspects of this institute have been most worthwhile?

4. What aspects of this institute have been least worthwhile?

5. What suggestions do you have for improving such an institute?

6. Any other comments you would like to make.

Appendix E

Roster of Trainees

Name & Address	Degree	Major	College
Baker, Lawrence Warfield, Ky	BS	Hist. Pol. Sci. English	Pikeville
	MA	Principalship	Morehead
Branscum, Hobert Cooperhill, Tenn.	BA	Soc. Sci.	Eastern
	MA	Education	Eastern
	EDS	Administration	Peabody
Brock, Alben Kettle Island, Ky	BA	Elem. Educ.	Cumberland
Brock, John H. Pineville, Ky	BA	Biology	Lincoln Mem.
	MAT	Biology	Alabama College
Chandler, Melvin Corbin, Ky	AB	Physical Educ. Biology	Univ. of Ky
Chandler, William Brodhead, Ky	BS	Bus. Educ.	Campbellsville
Coakley, Stuart Harrodsburg, Ky	BS	Chemistry	Univ. of Kentucky
Collins, Robert McRoberts, Ky	BA	Social Studies	Morehead
Combs, Warren Seco, Ky	BA	Business	Eastern
	MA	Principalship	Eastern
Cummins, Garlan Crab Orchard, Ky	BS	Social Sci.	Eastern
Farmer, Kenneth Ripley, W. Va.	BA	History	Calif. State Long Beach
Green, Walter Middlesboro, Ky	AB	History & Physical Educ.	Eastern
Hall, Jack Richmond, Ky	BS	Physical Educ.	Univ. of Wyoming
Longworth, Harold Moscow, Ohio	AB	Business	Union

Name & Address	Degree	Major	College
Marlowe, Robert Briceville, Tenn.	BA MS	History & English Administration & Supervision	Lincoln Mem. Univ. of Tenn.
Milburn, Gilbert Bardstown, Ky	BS MA	Elem. Educ. Elem. Educ. & Principalship	Eastern Eastern
Miller, Rex E. Sand Gap, Ky	BS	Elem. Educ.	Eastern
Murray, Roderic L. Beattyville, Ky	AB	English	Western
Poore, Joe Loven Newland, N. C.	AA BS MA	History Amer. Hist. Amer. Hist.	Lees McRae App. State App. State
Reiley, Wm. T. Newport, Ky	BA	Math	Georgetown
Royalty, Wm. T. Lexington, Ky	AB MA	Soc. Sci. Guidance	Eastern Eastern
Sears, Anthony W. Shopville, Ky	BS	Social Studies	Eastern
Sheckler, Naomi Irvine, Ky	BS	Commerce History	Eastern
Singleton, Keith Mt. Vernon, Ky	BS	Elem. Educ.	Eastern
Smith, E. J. Brodhead, Ky	BS MA	Art Education	Eastern Eastern
Walden, Delford Lida, Ky	BS MA	Education Education	Univ. of Ky Eastern
Walker, John Larry Corbin, Ky	AB MA	English Principalship	Eastern Eastern

Name & Address	Degree	Major	College
White, Isabel Manchester, Ky	BA	English	Eastern
Yeager, Virginia Irvine, Ky	AB MA	Social Science Supervision	Eastern Eastern
Young, Webb Ashland, Ky	BS MA	Health & Physical Education Ed. Administration	Eastern Univ. of Ky